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ABSTRACT

A study was conducted to (1) identify basic components included in Texas vocational agriculture summer programs, (2) determine teacher, administrator, state staff, and teacher educator perceptions of the relative importance of groups of activities included in the summer program, and (3) recommend guidelines for basic summer program operation. Three survey instruments were developed based on nine major areas of importance to the summer program identified by the state advisory committee: supervising occupational experience programs, working with new students, professional improvement, program planning, adult and young farmer education, conducting Future Farmers of America activities, improving facilities, public relations, and records and report. Questionnaires were returned by 956 teachers, 265 administrators, and 54 state staff personnel and teacher educators. Findings indicate that those administrators responsible for planning and supervision of the summer program are not in agreement with teachers responsible for conducting it. Administrators ranked program planning as most important of the nine areas, and supervision of occupational experience programs as second. Teachers, state staff, and teacher educators ranked supervision of occupational experience programs first. (Guidelines for summer programs in each of the nine areas are presented, along with the three survey instruments.) (LRA)

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DEVELOPMENT OF GUIDELINES FOR SUMMER VOCATIONAL AGRICULTURE PROGRAMS IN TEXAS

Comprehensive Final Report

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In Cooperation with the
Research Coordinating Unit
Department of Occupational Education and Technology
Texas Education Agency

June 30, 1979

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INTRODUCTION

For over 60 years, the vocational agriculture program has been an integral part of numerous public schools in Texas. Likewise, the summer program has always been an integral phase of the total program of vocational agriculture. Since the passage of the Smith-Hughes Act in 1917, teachers of production agriculture in Texas have been employed on a twelve-month contract because of the need for year-round instruction. Year-round instruction provides for a continuation of learning beyond the confines of the formal school year. Especially in agriculture, a need exists for instruction and continuity during the summer months due to increased agricultural activity. Also, most supervised occupational experience programs are continuous programs which do not terminate with the school year. The vocational agriculture teacher, therefore, must be available to assist in directing individual and group programs of students and to aid established farmers and ranchers in the community in their planning and agricultural problems.

The need for effective planning of the summer program has been recognized for a long time. The literature concerning the summer program in vocational agriculture included numerous activities in which the teacher may engage to justify summer employment. Individuals in several states have conducted studies to determine how their teachers' time should be expended during the summer months in order to conduct an effective total program.

Guidelines and materials are available in other areas of the vocational agriculture program, however there has never been a research effort directed exclusively toward the summer vocational agriculture program in Texas. While studies conducted in other states help confirm convictions and guide decisions, and although Texas has a viable and strong total vocational agriculture program, additional research was needed to establish specific guidelines for the summer phase of vocational agriculture in Texas.

OBJECTIVES OF THE STUDY

The following objectives were developed to guide the direction of this research effort:

1. To identify basic components included in the summer program of vocational agriculture teachers in Texas.
2. To determine teacher perceptions of the relative importance of groups of activities included in the summer program of vocational agriculture.
3. To determine administrator perceptions of the relative importance of groups of activities included in the summer program of vocational agriculture.
4. To determine the relationship between perceived priorities of teachers and administrators.
5. To determine state staff and teacher educators' opinions of the relative importance of groups of activities included in the summer program of vocational agriculture.
6. To recommend guidelines for basic summer program operation for vocational agriculture in Texas.

METHODS AND PROCEDURES

This research effort included the entire state of Texas, therefore, it was necessary to solicit input of vocational agriculture teachers and program directors from across the state in the developmental stages of this research project. On July 20, 1978, a committee composed of vocational agriculture teachers, high school administrators, teacher educators, and Texas Education Agency staff convened in the Agricultural Education Department at Texas Tech University to develop the survey instruments which would be used in the study.

The research was directed toward three distinct groups within the framework of vocational agriculture:

1. Vocational agriculture teachers (Production agriculture teachers having one year and one summer or more teaching experience).
2. High school administrators (The secondary school administrator with two years or more experience in administration and having

the primary responsibility of administering the summer program of vocational agriculture within the school district. Includes superintendents, principals, and/or secondary vocational administrators).

3. Texas Education Agency staff and teacher educators (State Staff in vocational agriculture, Area Consultants of vocational agriculture, and university agricultural education faculty members).

Teacher questionnaires were administered by area consultants at the first district vocational agriculture teachers in-service meeting of the 1978-1979 school year. Nine hundred and fifty-six questionnaires were completed at these district meetings and were included in the study.

Three hundred and nineteen high school administrators were mailed questionnaires regarding the summer program. The administrators represented a random stratified sample from across the state and were selected from each of the ten vocational agriculture areas through the use of a random numbers table. This number (319) represented approximately 30 percent of the total number of high schools in Texas that offer vocational agriculture. Two hundred and sixty-five (83 percent) of the administrator questionnaires were returned.

Fifty-four questionnaires were mailed to the total vocational agricultural education staff of the Texas Education Agency and to all teacher educators in Texas at universities where vocational agriculture teachers are certified. A total of thirty-three questionnaires (61 percent) were returned.

All information collected other than the comment segments was keypunched on International Business Machines (IBM) cards and a Statistical Analysis System (SAS) program was utilized for statistical computations of the data. The mean, rank order, number, and percentage were used to describe the data collected. Spearman's rank-order correlation was used to relate responses from teachers, administrators, and Texas Education Agency staff and teacher educators regarding the ranking of the nine major activity areas of the summer program. Through a t-test, correlation between the groups must have been at the .05 level for the researchers to consider them statistically significant.

SPECIFIC RESULTS PRODUCED

There are many items of importance to the summer program of voca-

tional agriculture. As determined by the state advisory committee, nine major areas of importance to the summer program are the following:

1. Supervision of Occupational Experience Programs.
2. Work with Prospective New Students.
3. Professional Improvement.
4. Program Planning.
5. Adult and Young Farmer Education.
6. Conducting FFA Activities.
7. Improving Facilities and Equipment.
8. Public Relations and Community Service.
9. Records and Reports.

These nine suggested areas of importance were included in each instrument prepared for the survey groups. Each group was asked to rank the nine suggested areas in order of importance to the summer program. The following table depicts a cumulative perceived priority ranking of major summer activities by each response group.

TABLE 1

SUMMARY OF RANKED PRIORITY AREAS FOR THE SUMMER VO AG PROGRAM

Major Activity	Distribution by Response Group					
	Teachers		Administrators		TEA STAFF & Teacher Educators	
	Rank	$\bar{x}$	Rank	$\bar{x}$	Rank	$\bar{x}$
Supervision of Occupational Experience Programs	1	1.84	2	3.53	1	2.63
Conducting FFA Activities	2	4.43	7	5.75	6	5.11
Work with Prospective New Students	3	4.58	6	5.18	4	4.56
Program Planning	4	4.86	1	3.41	2	3.81
Public Relations	5	5.10	5	4.97	5	5.07
Professional Improvement	6	5.12	4	4.66	8	6.00
Improving Facilities and Equipment	7	5.33	3	4.31	7	5.81
Adult Young Farmer Education	8	5.81	8	6.44	3	4.33
Records and Reports	9	7.89	9	6.74	9	7.77

Teacher vs. TEA Staff/ Teacher Educators	Teacher vs. Administrators	TEA Staff/Teacher Educators vs. Administrators
r = .5834	r = .4667	r = .4667
table value α .05 8 d.f. = 2.306		
t = 1.900	t = 1.396	t = 1.396

Although all groups show a positive correlation, they are not significantly correlated. None of the r values for the groups are similar at the .05 level of significance. The important finding as revealed in the table, is that, collectively, those administrators responsible for planning and supervision of the summer program are not in agreement with teachers responsible for conducting the summer program. Not only do

those people responsible for planning and those responsible for conducting disagree on the suggested areas of importance to the summer program, but those doing the planning and those responsible for administering the summer program disagree somewhat on which of these suggested areas of importance should receive highest priority. All groups agree that "Records and Reports" is the least significant of the nine areas, and that "Public Relations and Community Service" is in the middle of the nine areas in importance, but this is the extent of their exact agreement.

Administrators' responses to the ranking of the nine suggested areas of importance to the summer program of vocational agriculture reveal that "Program Planning" is the area which they ranked first, while "Supervision of Occupational Experience Programs" ranked second. Teachers, TEA Staff and teacher educators ranked "Supervision of Occupational Experience Programs" first.

It should also be noted that Texas Education Agency staff and teacher educators regard "Adult and Young Farmer Education" as a high priority area while teachers and administrators ranked this major activity eighth in the nine areas of importance. In addition, teachers ranked "Conducting FFA Activities" much higher than did the administrator and Texas Education Agency staff and teacher educator groups. Also, disagreement existed between administrators and the other groups as to where "Improving Facilities and Equipment" should be placed on a priority basis.

Lastly, it should be emphasized when considering mean values, apart from the differences addressed, narrowly separated mean values within response groups are indicative of little difference between several of the nine priority areas.

Supervision of Occupational Experience Programs

Those teachers who responded to the survey indicated that 98 percent of this group assisted youth in selecting projects during the summer months. They stated that currently enrolled in-school youth who are assisted in selecting projects during the summer months represent 50 percent of the students in vocational agriculture. They also indicated that 40 percent of the prospective new students were assisted in selection of projects during the summer months.

Teachers and state staff and teacher educators ranked "Supervision of Occupational Experience Programs" as the number one priority of the nine suggested areas while administrators rated this area second in importance of the nine suggested priority areas. These rankings indicated the importance placed on this area of summer programs by all three groups surveyed.

Although teachers responding revealed the students who have continuous supervised projects during the summer were visited an average of three times, administrators suggested improvement is needed in this area and that more time should be expended working with students.

Work With Prospective New Students

Working with prospective new students was indicated to be part of the summer activities of 97 percent of the teachers responding to the questionnaire. These teachers indicated that they contacted 53 percent of their incoming students prior to the beginning of the school year. Teachers revealed that they assisted 40 percent of their prospective new students in selecting projects during the summer.

Professional Improvement

Many programs are available during the summer months for professional improvement for teachers in the field of vocational agriculture. The large quantity of programs available is partly due to the broad scope of vocational agriculture. Teachers across the state reported spending an average of approximately 11 days during the summer attending non-credit workshops and in-service meetings of district, area, and state level for the purpose of improving their knowledge in the field of vocational agriculture.

Program Planning

Administrators responding to the survey indicated that "Program Planning" was their first priority of the nine suggested priority areas of the summer program. Teacher educators and Texas Education Agency staff rated this area as second in importance of the nine suggested areas, while teachers ranked this area fourth in priority.

Although administrators indicated that "Program Planning" is their

first priority, only four percent revealed that they want to be involved in planning their teachers summer program to a great extent. Fifty-five percent of the administrators responding to the survey testified that they would like to be involved only somewhat in the planning of their teachers summer program. This finding reveals that although administrators place great importance on planning the program, they want their vocational agriculture teacher(s) to take the primary responsibility in the planning phase of the summer program.

Ninety-four percent of the teachers responding reported spending some time working with their local administration during the summer regarding planning and conducting their vocational agriculture programs. Teachers further reported an average of two and one-half contacts per week to accomplish proper coordination of their programs with the administration.

Scheduling of Office Hours

School administrators responding to the questionnaire indicated that 60 percent of this group expected their teachers to schedule regular office hours when they could be found at the vocational agriculture facility some time during the day. Eighty-six percent of the teachers indicated they keep regular office hours at the school facility some time during the day.

Itinerary of Summer Activities

Teachers are required to submit by May 1 of each year a copy of their plans for conducting a summer program of vocational agriculture (TEA form 009). This form must be signed by the school administrator before being submitted. Most administrators across the state revealed that they would like to be more informed of the activities of their teachers in the summer. Nearly one-half of the administrators indicated a preference for a weekly itinerary. Currently, as revealed in the study, only 22 percent of the teachers were providing their administrators with a weekly itinerary.

Adult and Young Farmer Education

The adult education area of the summer program was rated eighth in

importance of the nine suggested priority areas by teachers and administrators alike. Although this area received a fairly low ranking by teachers, 63 percent of this group testified that they had either a Young Farmer organization or other adult organization which meets the educational needs of the adults in their community. Thirty-eight percent of the teacher group indicated that they held regularly scheduled meetings for these organizations during the summer.

Teachers reported also that they visited approximately 20 adults or Young Farmers an average of two times on their farms or ranches in the summer. The questionnaire did not reflect what percent of the above included parents of students being visited.

Conducting FFA Activities

Teachers gave conducting FFA activities a higher priority ranking than did administrators or state staff and teacher educators. Teachers rated this area as second while administrators ranked it seventh and teacher educators and state staff ranked it as sixth of the nine suggested areas.

Data obtained in the study revealed that 93 percent of the FFA chapters in the state attended the State FFA Convention at San Antonio in July, 1978.

The data indicated that teachers schedule a mean of 2.4 FFA meetings, both recreational and educational, during the summer.

Improving Facilities and Equipment

Fifty-two percent of those teachers responding to the survey said that they had school farms or feeding facilities. Teachers with school farms or feeding facilities reported an average of one and one-half days per week at this facility for maintenance, etc. Ninety-four percent of the teachers who reported having school farms or feeding facilities indicated the facility did not detract from their ability to perform their summer duties.

Public Relations and Community Service

Teachers, in the general comment segment of the questionnaire, made several comments regarding this phase of the summer program. Two of the most often mentioned for improvement of the vocational agriculture

teachers image in their communities were the need for greater community involvement and the need for improved and more public relations.

An average of 3.3 articles in newspapers and an average of 0.9 radio television spots aired to publicize the program during the summer was determined to be the current cumulative effort by vocational agriculture teachers.

An average of six contacts per week with agricultural agencies or businesses regarding their summer programs of activities was derived from teacher responses. An average of one to four hours per week was spent on community related projects, according to the teachers' responses.

Records and Reports

Eighty-eight percent of teachers responding to the questionnaire reported spending time during the summer in follow-up of their former students. This activity is required and teachers must complete Texas Education Agency Form 006. Form 006 is to be completed for five years following graduation of the student from high school. This form provides an occupational record of the vocational agriculture student after leaving high school.

Importance of the Summer Program

In both the survey instruments of teachers and administrators, these groups were asked to respond to a question to determine their perceptions as to the importance of the summer program of vocational agriculture. The possible responses were arranged in a Likert scale and included the following:

Numerical Value	Possible Response	Real Limits
1	Extremely Important	1.0 to 1.5
2	Very Important	1.6 to 2.5
3	Somewhat Important	2.6 to 3.5
4	Little Importance	3.6 to 4.5
5	No Importance	4.6 to 5.0

The weighted mean of the teacher group was determined to be 1.31, within the real limits of "extremely important". Seventy-three percent of the teacher group rated the program as extremely important to the total vocational agriculture program.

The weighted mean of the administrator group was determined by com-

puter analysis to be 2.23, within the real limits of "very important". Sixty percent of the administrators rated the summer program as being either very important or extremely important to the total program of vocational agriculture.

RECOMMENDED GUIDELINES FOR SUMMER VOCATIONAL AGRICULTURAL PROGRAMS IN TEXAS

A sixteen member advisory committee was selected to develop the subsequent summer program guidelines based on an information report developed from data analysis contained in the study. One vocational agriculture teacher representative was selected from each of the ten areas by his vocational agriculture area supervisor. The State Director of Vocational Agricultural Education served on the committee along with three other Texas Education Agency State Staff members and two agricultural education teacher trainers. The state committee convened in Austin, Texas on March 29-30, 1979 and drafted the following guidelines.

Supervision of Occupational Experience Programs

1. Teacher(s) should conduct group activities for students in summer with regard to Supervised Occupational Experience Programs (clinics, field days, project program tours, etc.)

2. Teacher(s) should visit prospective and current cooperative part-time training students, their parents, and employers, at least once during the summer, to coordinate the cooperative part-time training program.

3. Currently enrolled and prospective students in production agriculture, cooperative part-time training, and pre-employment laboratory training, should be assisted in selecting their Supervised Occupational Experience Programs.

4. Supervised Occupational Experience Programs of students should be supervised during the summer as determined by the teacher.

5. Assistance should be given to students with Supervised Occupational Experience Programs who are not currently enrolled in vocational agriculture.

6. Teacher(s) should promote continuous project programs.

Work With Prospective New Students

1. Teacher(s) should organize an orientation for prospective students and their parents prior to pre-registration.

2. A home visit to prospective students and their parents should be conducted at least once during the summer if possible.

3. Prospective students may be included in summer activities (FFA meetings, State FFA Convention, etc.)

Professional Improvement

1. All teachers should participate in the State in-service workshop for vocational agriculture teachers.

2. Teacher(s) should attend scheduled summer district in-service meetings.

3. Teacher(s) should visit farmers, ranchers, agri-business establishments, and agricultural industries to upgrade teaching competencies.

4. Teacher(s) are encouraged to attend non-credit short courses and workshops based on individual and community needs.

5. Teacher(s) should attend college credit courses for professional improvement.

Program Planning

1. School administrators and advisory committees should be consulted in developing a plan for the vocational agriculture summer program.

2. At least one vocational agriculture advisory committee meeting should be held during the summer.

3. The school administrator should be informed of the teachers planned activities with method and frequency of reporting to be determined at the local level.

4. The teacher(s) should spend some time at the vocational agriculture facility daily at approximately the same time if possible.

5. Calendar of years activities should be developed by the vocational agriculture teacher(s) and approved by the administrator during the summer.

6. Preparation, revision, and updating annual teaching programs for production agriculture, pre-employment laboratory training program, and cooperative part-time training program should be accomplished during the summer.

7. Departmental budget, inventory of equipment and supplies should be prepared and approved by the administrator.

Adult and Young Farmer Education

1. Organized Young Farmer and adult education should be continued in the summer.

2. Teacher(s) should visit individual adult and young farmers on the farm and ranch in agri-business establishments.

3. Teacher(s) should schedule adult specialists appropriate to the community when available.

Conducting FFA Activities

1. Teacher(s) should conduct regularly scheduled FFA meetings during the summer.

2. Teacher(s) should provide activities to include prospective students and/or parents during the summer.

3. Teacher(s) should provide students with the opportunity to participate in group activities such as project program tours, etc.

4. FFA officers and members should be given the opportunity to participate in leadership development training.

5. Each chapter should be represented at the State FFA Convention each year.

6. Advisors should closely supervise all FFA activities including fairs, shows, contests, and conventions, etc.

Improving Facilities and Equipment

1. Professional teachers should use their time to improve their total vocational agriculture program during the summer and should not be expected to use their time for school maintenance.

2. Good general appearance of the vocational agriculture facility should be maintained during the summer.

3. The vocational agriuclture teacher should see that existing equipment is repaired or replaced when needed.

4. School project center and farm should be supervised by the vocational agriculture teacher(s) but should not monopolize the teachers time.

Public Relations and
Community Service

1. Activities of the total program should be promoted publicly through

all available media.

2. Teachers should utilize news releases prepared by the TEA and/or VATAT to enhance publicity of the program.

3. The vocational agriculture teacher should involve administrator, school board members, and community leaders in the summer program.

4. The vocational agriculture program should be promoted through involvement in community activities.

Records and Reports

1. Follow-up of former students should be accomplished during the summer.

2. The departmental filing system should be revised and updated.

3. Prepare and submit necessary reports.

Related Areas of the
Summer Program

1. Vacation time should be coordinated with the administration.

2. Teacher(s) should not participate in side line jobs or activities which detract from operating a standard program.

3. Students should be assisted in securing employment (in agriculture occupations.)

POTENTIAL UTILIZATION OF RESULTS

The purpose of this study was to develop basic guidelines for the summer program of vocational agriculture in Texas to make it more inclusive, visible, and accountable.

These guidelines will be used by teachers and administrators of vocational agriculture programs to plan and to implement a more accountable summer program based on community needs. Teacher educators at colleges and universities where teachers of vocational agriculture are trained will utilize the guidelines in their effort to prepare future teachers of vocational agriculture. The Vocational Agricultural Education staff of the Texas Education Agency will utilize the guidelines through in-service education and individual guidance for local vocational agriculture teachers and aministrators.

APPENDIX A

1. Vocational Agriculture Teacher Questionnaire
2. Secondary Administrator Questionnaire
3. TEA State Staff and Teacher Trainer Questionnaire

SURVEY OF SUMMER PROGRAMS OF
VOCATIONAL AGRICULTURE
IN TEXAS

Area_____
District_____
Name_____

NOTE: All answers will be confidential. They will be used for statistical purposes only.

NOTE: Consider the summer program as being from the time school dismisses until local in-service training for teachers begins.

Please fill in each blank:

1. Years taught Vocational Agriculture (including 1978-79 school year)? _____ If you started in 1977, date of employment _____.

2. Years employed at your present location? _____.

3. Which of the following best describes your community?
_____ Rural _____ Suburban _____ Urban

4. What is the present size of your high school?
_____B _____A _____AA _____AAA _____AAAA

5. What type Vo-Ag program(s) does your school offer?
_____ Production Ag _____ Co-op _____ Pre-lab

6. How many teachers are in your Vo-Ag Dept (including yourself)? _____Total # of teachers

7. What programs do you teach?
_____ Production Ag _____ Co-op _____Pre-lab

8. Concerning your Vocational Agriculture program, how many students in the following categories are <u>you</u> responsible for?

_____ (number) in school youth enrolled in Vo-Ag,
_____ (number) other in school youth who have completed one year Vo-Ag, but are not presently enrolled,
_____ (number) out of school youth who have retained FFA membership,
_____ (number) 4-H and other youth who have not enrolled in Vo-Ag.

9. Do you keep regular office hours (hours which you could be found at the Ag building) during the summer? _____(Yes or No)

10. Does your administrator know where you are or could be found if not in the Ag building during regular working hours in the summer? _____(Yes or No)

11. What type of itinerary of your summer activities do you provide your superintendent or other administrator?
_____ None _____Daily Itinerary _____Weekly Itinerary _____Monthly Itinerary _____Copy of Report-Summer Plans for a program of Vocational Education in Agriculture

12. To what extent is your administrator involved in planning your summer activities?
_____ None _____ Little _____ Some _____ Much _____ Greatly

(Over)

13. How many hours per week do you generally spend at the Vocational Agriculture building concerning your work with program planning and facilities (teaching materials, budget, teaching plans, inventory equipment, etc.)?
    _____ Number of Hours
    Additional comments? _____

14. On the average, how many days per week could you be found at your Vo-Ag building sometime during the day?
    _____ Number of Days

15. Do you use some type of news media to keep FFA and/or young farmers informed during the summer?
    _____ (Yes or No) If yes, how many of the following are you responsible for getting submitted to public media in the summer?
    _____ Number Newspaper Articles _____ Number Radio and/or Television

16. Do you have an active young farmer program, or other organized program which meets the educational needs of adults in your community?
    _____ (Yes or No)

17. If you have an active young farmer chapter or adult organization, do you schedule regular meetings during the summer (including tours and field days)?
    _____ (Yes or No) If yes, number of meetings. _____ If no, why? _____
    _____

18. How many individual young farmers or adults do you visit each summer on their farms?
    _____ Number of Individuals
    _____ Average Number of Times

19. Do you devote time during the summer working with your local administration concerning your Vocational Agriculture Program?
    _____ (Yes or No)
    _____ Average Number Contacts per Week

20. Do you work with or contact prospective students during the summer?
    _____ (Yes or No)
    What percent of prospective students do you work with or contact?
    _____ % Prospective Students

21. During the summer, do you assist students in selecting projects?
    _____ (Yes or No)
    If yes, percent of prospective students _____ %,
    In school youth (Vo-Ag and FFA) _____ %,
    Other Youth _____ (Yes or No)

22. What percent of in-school youth have summer supervised occupational experience programs?
    _____ %
    What percent of in-school youth do you visit concerning their projects during the summer?
    _____ % In-School Youth Visited _____ Average Number Times

23. How many local FFA meetings (educational and recreational) do you hold during the summer?
    _____ Number of Meetings

24. Was your FFA chapter represented at the state FFA convention this past summer?
    _____ (Yes or No)

25. Contacts you make per week concerning FFA activities, adult activities, instructional activities, or community projects for the improvement of agriculture? (Example: contacts with FHA, county extension director, bankers, fertilizer company, etc.)
_____ Number of Contacts

26. How many days during the summer do you spend on the average attending non-credit workshops to improve your knowledge in agriculture?
_____ Number of Days

27. How many days during the summer do you spend attending professional improvement meetings? (district, area, state)
_____ Number of Days

28. Do you spend time during the summer for follow-up of your former Vo-Ag students?
_____ (Yes or No)

29. How much of your time is spent in school related maintenance (outside Vo-Ag facilities) during the summer?
_____ None
_____ Slight (1 - 4 hours per week)
_____ Considerable (4 - 8 hours per week)
_____ Great (more than 8 hours per week)

30. How much of your time is spent in community related projects during the summer?
_____ None
_____ Slight (1 - 4 hours per week)
_____ Considerable (4 - 8 hours per week)
_____ Great (more than 8 hours per week)

31. Do you have a school farm or feeding facility?
_____ (Yes or No)
If yes, how many days during the summer do you spend in maintenance, etc. at your school farm?
_____ Average Number of Days per Week
If you have a school farm, does it detract from your ability to perform your other summer duties as a Vo-Ag teacher?
_____ (Yes or No)

32. How important is the summer program in Vocational Agriculture for an outstanding overall program?
_____Extremely Important _____Very Important _____Somewhat Important _____Little Importance _____No Importance

33. Would you teach Vocational Agriculture if you were employed on a ten month basis only?
_____ (Yes or No)
Eleven months only?
_____ (Yes or No)

34. Would you prefer 10 months employment?
_____ (Yes or No)

Eleven months employment?
_____ (Yes or No) If yes, why? _____

_____

_____

(Over)

35. Below is a suggested list of major activities you might include in a summer program of activities. Please rank the areas (1-9) according to their importance to your summer program. (Most important-number one, least important-number nine.) Do not consider amount of time needed to complete the activity when considering importance.

a. _____ SUPERVISION OF OCCUPATIONAL EXPERIENCE PROGRAMS (project supervision of in school youth, locate and arrange suitable work stations for co-op and farm placement students, locate and secure production projects for students, supervise project record keeping.)

b. _____ WORK WITH PROSPECTIVE NEW STUDENTS (visit new students to orient students and parents to the program, assist in planning occupational experience programs.)

c. _____ PROFESSIONAL IMPROVEMENT (short courses, college credit courses, state sponsored workshops.)

d. _____ PROGRAM PLANNING (revise or develop annual teaching plans, long range planning, develop calendar of activities for the year and coordinate with administration, collect teaching materials, develop departmental budget, meet with advisory council.)

e. _____ ADULT AND YOUNG FARMER EDUCATION (plan and conduct education programs, conduct tours and field days, conduct on-farm and agribusiness visits.)

f. _____ CONDUCTING FFA ACTIVITIES (conduct local chapter meetings, supervise FFA members at district and area meetings and state convention, conduct summer tours and/or encampments, participate in FFA officer training schools.)

g. _____ IMPROVING FACILITIES AND EQUIPMENT (complete inventory of tools and equipment, secure new equipment and supplies, maintenance of equipment, improve appearance of classroom and shop, filing of reference material.)

h. _____ PUBLIC RELATIONS AND COMMUNITY SERVICE (participate with other agricultural agencies in planning and conducting community projects for the improvement of agriculture, perform school and community service work, prepare program publicity.)

i. _____ RECORDS AND REPORTS (make necessary reports and update records.)

36. In your opinion, what could be done to improve the image of the Vo-Ag teachers summer program? _____

_____

_____

_____

_____

COMMENTS: Please express any feelings you may have concerning the summer program in Vocational Agriculture which have not been expressed in this questionnaire.

_____

_____

_____

_____

SURVEY OF SUMMER PROGRAMS OF
VOCATIONAL AGRICULTURE
IN TEXAS

CODE:_____

NOTE: All answers will be confidential, they will be used for statistical purposes only.

NOTE: Consider the summer program as being from the time school dismisses until local in-service training for teachers begins.

Please fill in or check appropriate blank:

1. Years experience in public school administration (not to include 1978-1979 school year)?
   a. _____ Years Superintendent
      _____ Years Principal
      _____ Years Vocational Director
   b. _____ Years Total

2. Years employed in your present position and location? _____ # Years

3. Which of the following best describes your community?
   _____ Rural _____ Suburban _____ Urban

4. What is the present size of your high school?
   _____ B _____ A _____ AA _____ AAA _____ AAAA

5. Present position:
   _____ Superintendent _____ Principal _____ Vocational Director

6. How many teachers do you have in your present Vocational Agriculture Program employed on a 12 month basis?
   _____ Total Number of Ag Teachers

7. Do you expect your Vocational Agricultural teachers to keep regular office hours at the school during the summer? _____ (Yes or No)
   If yes, what is your preference as to when he (they) should be available? _____
   _____

8. Would you know where your Vo-Ag teacher(s) could be found if not in the Vo-Ag building during regular working hours in the summer? _____ (Yes or No)

9. What type of itinerary of summer activities <u>should</u> your Vo-Ag teacher provide you?
   _____ None _____ Daily Itinerary _____ Weekly Itinerary _____ Monthly Itinerary _____ Copy of Agency Report Summer Plans

10. To what extent do you feel you should be involved in <u>planning</u> the summer program of activities of your Vocational Agriculture teachers?
    _____ None _____ Little _____ Some _____ Much _____ Greatly

11. How important is the summer program in Vocational Agriculture for a strong over-all program?
    _____ Extremely Important _____ Very Important _____ Somewhat Important _____ Little Importance _____ No Importance

(Over)

12. How would you describe the amount of time devoted to the Vocational Agriculture program during the summer by your Vocational Agriculture teachers?
_____ Adequate _____ Inadequate _____ Undecided

13. Vocational Agriculture teachers are on an extended contract (230 days). What are your expectations for your vocational agriculture teacher(s) regarding vacation time during the summer? _____

_____

_____

_____

14. Below is a suggested list of major activities which might be included in a summer program of activities. Please rank the areas (1-9) according to their importance to the Vo-Ag summer program (Most important-number one, least important-number nine.) Do not consider amount of time needed to complete the activity when considering importance.

a. _____ SUPERVISION OF OCCUPATIONAL EXPERIENCE PROGRAMS (Project supervision of in school youth, locate and arrange suitable work stations for co-op and farm placement students, locate and secure production projects for students, supervise project record keeping.)

b. _____ WORK WITH PROSPECTIVE NEW STUDENTS (visit new students to orient students and parents to the program, assist in planning occupational experience programs.)

c. _____ PROFESSIONAL IMPROVEMENT (short courses, college credit courses, state sponsored workshops.)

d. _____ PROGRAM PLANNING (revise or develop annual teaching plans, long range planning, develop calendar of activities for the year and coordinate with administration, collect teaching materials, develop departmental budget, meet with advisory council.)

e. _____ ADULT AND YOUNG FARMER EDUCATION (plan and conduct educational programs, conduct tours and field days, conduct on-farm agribusiness visits.)

f. _____ CONDUCTING FFA ACTIVITIES (conduct local chapter meetings, supervise FFA members at district and area meetings and state convention, conduct summer tours and/or encampments, participate in FFA officer training schools.)

g. _____ IMPROVING FACILITIES AND EQUIPMENT (complete inventory of tools and equipment, secure new equipment and supplies, maintenance of equipment, improve appearance of classroom and shop, filing of reference material.)

h. _____ PUBLIC RELATIONS AND COMMUNITY SERVICE (participate with other ag. agencies in planning and conducting community projects for the improvement of agriculture, perform school and community service work, prepare program publicity)

i. _____ RECORDS AND REPORTS (make necessary reports and update records.)

15. In your opinion, what could be done to improve the summer program of Vo-Ag teachers?

_____

_____

_____

16. Please express any other feelings you may have concerning the summer programs. _____

_____

_____

SURVEY OF SUMMER PROGRAM OF
VOCATIONAL AGRICULTURE
IN TEXAS

Below is a suggested list of major activities which might be included in a summer program of activities. Please rank the areas (1-9) according to their importance to the Vo-Ag summer program (Most important-number one, least important-number nine.) Do not consider amount of time needed to complete the activity when considering importance.

_____ a. SUPERVISION OF OCCUPATIONAL EXPERIENCE PROGRAMS (project supervision of in school youth, locate and arrange suitable work stations for co-op and farm placement students, locate and secure production projects for students, supervise project record keeping.)

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_____ h. PUBLIC RELATIONS AND COMMUNITY SERVICE (participate with other ag. agencies in planning and conducting community projects for the improvement of agriculture, perform school and community service work, prepare program publicity)

_____ i. RECORDS AND REPORTS (make necessary reports and update records.)

In your opinion, what could be done to improve the image of the Vo-Ag teachers summer program:_____

_____

_____

COMMENTS: Please express any feelings you may have concerning the summer program.

_____

_____

_____

_____